



ACRE

Accountability and Curriculum Reform Effort
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Next Generation School Assessment and Accountability

Thursday, September 28, 2011



Agenda

→ New Summative Assessments	~30 min
<i>Questions and Discussion</i>	~15 min
→ New Accountability	~30 min
<i>Group Brainstorming</i>	~20 min
<i>Group Share Out and Notes</i>	~20 min
→ ESEA Waivers/Gallery Walk	~40 min
<i>Questions and Discussion</i>	~15 min



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Summative Assessments

Dr. Tammy Howard



Assessment System

- Formative
 - NC Falcon
- Interim
 - Benchmark assessments
 - District
- Summative
 - End-of-year
 - Standardized

Summative Assessments

- English Language Arts
 - Common Core State Standards (June 2010, SBE)
 - Grades 3-8 and English II
- Mathematics
 - Common Core State Standards (June 2010, SBE)
 - Grades 3-8 and Math I (Algebra I/Integrated I)
- Science (February 2009, SBE)
 - Essential Standards
 - Grades 5, 8 and Biology

Time Line

- 2011-12 Field Tests
 - General
 - ***NCEXTEND2***
 - ***NCEXTEND1***
- 2012-13 Operational Assessments
 - Performance standards set **AFTER** tests administered
 - Results delayed until early fall

Delivery Formats

- Online (Paper/Pencil version)
 - All ***NCEXTEND2*** (EOG and EOC)
 - Science Grades 5 and 8
 - English II EOC
 - Biology EOC
 - Algebra I EOC
- Paper/Pencil (Online version)
 - General ELA and Mathematics Grades 3-8
- Paper/Pencil Assessments
 - ***NCEXTEND1***

Prioritization of Content Standards

- Two-Step Process
 - Step 1: Teachers convened to provide input
 - Relative importance of each standard
 - Anticipated instructional time
 - Appropriateness for multiple-choice format
 - Step 2: Curriculum and Test Development staff at DPI review input and develop weight distributions across the domains for each grade level



Weights English II

- Reading for Literature
 - 30–34%
- Reading for Information
 - 32–38%
- Writing
 - 14–18%
- Speaking and Listening
 - NA
- Language
 - 14–18%

Item Types

- Online
 - Technology Enhanced Items
- Both Online and Paper/Pencil
 - Mathematics: gridded response items
 - Grades 5-8 and Math I (Algebra I/Integrated I)
 - Calculator Inactive: Grades 3-8 and Math I (Algebra II/Integrated I)
 - One-third to one-half of grades 3-8
 - One-third of Math I (Algebra I/Integrated I)
 - English II: short constructed response
 - General: Four-response multiple-choice items
 - **NCEXTEND2**: Three-response multiple-choice items

ACT, PLAN, and WorkKeys

- **ACT: All 11th graders**
 - Post-secondary readiness measure
 - March 6, 2012 (make-up date is March 20, 2012)
 - ***NCExtend1***: separate assessment
- **Plan: All 10th graders**
 - Diagnostic measure not used for high stakes accountability
 - December 5-16, 2011
- **WorkKeys**
 - Students identified as concentrators in the senior year
- **Webinars with superintendents, principals, central office staff: October 3, 5, and 6 (4:00 pm to 5:30 pm)**



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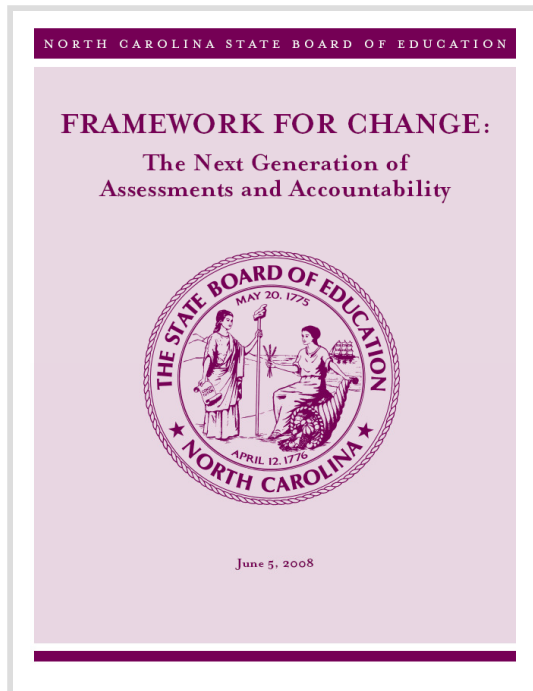
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Next Generation Accountability Model

Michael Martin and Dr. Tammy Howard





7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*

Goal: Institute an accountability model that...

- **improves student outcomes**
- **increases graduation rates**
- **closes achievement gaps**

Indicators

Uses

Levels

Absolute Performance Index

Growth Index

Performance Composite
from End of Course Assessments

Post-Secondary Readiness

Graduation
Rates

Math
Course Rigor

*Are students
learning
important
things?*

*Are students
graduating?*

*Are students taking and
passing **challenging**
classes?*

Student Growth
from End of Course Assessments

△ Post-Secondary
Readiness

△ Graduation
Rates

△ Math
Course Rigor

*How well does this
school prepare
students?*

*Are they getting better
over time?*

Proposed **Uses** *(of indicators)*

Report

Reward and
Sanction

Target Assistance

Levels at which indicators might be used

Student

Classroom

School

LEA

State

Absolute Performance Index

Growth Index

Performance Composite
from End of Course Assessments

 $w\%$ $w\%$

Student Growth
from End of Course Assessments

Post-Secondary Readiness
ACT (or SAT)

 $x\%$ $x\%$ 

Post-Secondary
Readiness

Graduation
Rates

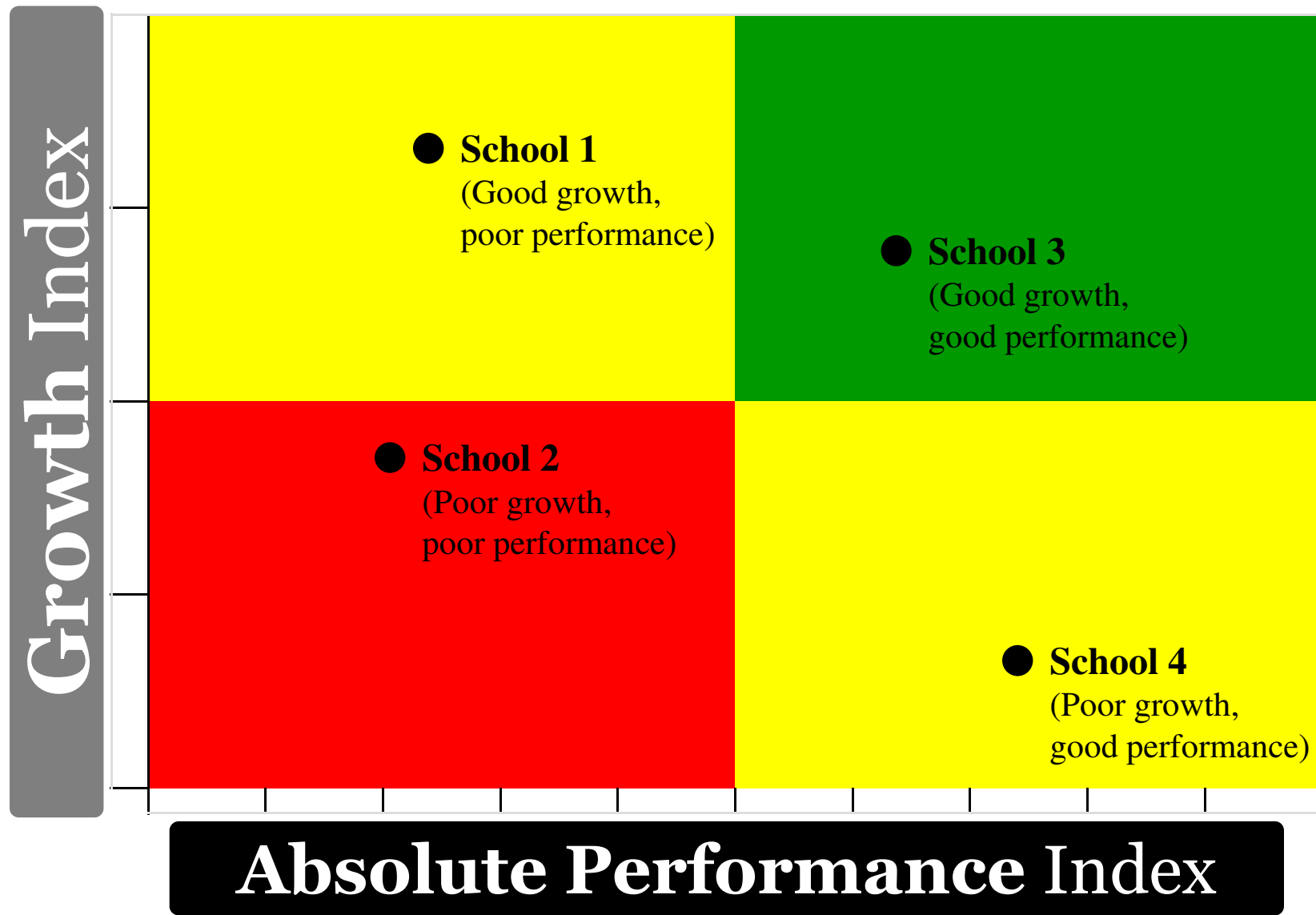
 $y\%$ $y\%$ 

Graduation
Rates

Math
Course Rigor

 $z\%$ $z\%$ 

Math
Course Rigor



A photograph of students in a classroom. A young woman with dark hair in a bun is in the foreground, looking down at papers on a desk. A young man is visible behind her, also looking down. The text 'Time Lines' is overlaid on a dark, textured rectangular area in the center of the image.

Time Lines

- 5 Year
- 6 month

Time Line Five Year

	Interim Accountability Model	New Accountability Model			
	2011-12	2012-13	2013-14	2014-15	2015-16
Assessments	Current (aligned to current standards)	New State (aligned to New standards) & ACT	New State (aligned to New standards) & ACT	Consortium (with continued inclusion of some state and ACT)	Consortium (with continued inclusion of some state and ACT)
Reporting	ABCs; AYP TBD	New Reporting {Delayed}	→		
Reward & Sanction	NCLB using AYP applied	To Be Determined; Contingent on Waiver	New Rewards & Sanctions (discussed in GCS Oct 2011)	→	

Future Decision:

Do we continue the ACT
or go with Grade 11 SBAC?

Draft - Wed, September 28, 2011
Proposed only. Prefaced on receiving a waiver
from USED for ESEA.

Time Line 6 Month

DPI Steps	Date	Suggested GCS Items
Develop Operational Model and Descriptions e.g. white paper, example reports, short video, slide deck	September and October 2011	October SBE Discussion of Uses Subgroups; Reporting; Sanction and Rewarding; Targeting Assistance
Gather Formal Feedback <ul style="list-style-type: none"> • RESA Meetings (8 scheduled) • Formal Collaborative Meetings in LEAs • Individual Feedback • Group Meetings 	Oct 15 – Dec 1 2011	November SBE continued Discussion of Uses
Analysis of External Feedback	December 2011	Operational Model to SBE Discussion
	January 2012	Operational Model to SBE Action

Uses

Report

Reward and
Sanction

Target
Assistance

How will this be better than NCLB?

- Consequences should align to the indicators
- Resources must remain focused on helping the schools and subgroups with the lowest achievement
- First interventions should be non-judgemental
- Reward excellence in performance and growth
- Include a diagnostic review to understand root causes
- Be transparent with data and clear in reporting



Overview of ESEA Waiver Request Language and Requirements

Important Things to Know

- Waiver will not remove accountability; The goal is to improve how accountability is done.
- States lead in the design.
- Some of the requirements are specific and waivers are contingent upon four major principals.
- There are possible governance challenges.
- Release from some of the requirements of NCLB may happen as early as this year.

What the waiver requires of states:

1. College-and-Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Principle 1:

College-and-Career-Ready Expectations for All Students

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Principle 2:

State-Developed Differentiated Recognition, Accountability, and Support

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

2.C REWARD SCHOOLS

2.D PRIORITY SCHOOLS

2.E FOCUS SCHOOLS

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

Principle 3:

Supporting Effective Instruction and Leadership

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Principle 4:

Reducing Duplication and Unnecessary Burden

“...an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.”

**College and Career Ready
Expectations**

“What do you need to
transition?”

**Reducing Duplication and
Unnecessary Burden**

“How could your administrative
life be simpler?”

Goals

“How would you suggest setting
ambitious but achievable Annual
Measurable Objective?”

Use of Title I Funds

“How would you like to use Title I
funds to improve student
outcomes?”